



Nishuane Elementary School
(13-3310-130)
Grades Offered: KG-02
2018-2019

Report Key:

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Dr. Jill McLaughlin
Address	32 CEDAR AVE MONTCLAIR, NJ 07042-3110
Phone Number	973-509-4222
Email Address	jmclaughlin@montclair.k12.nj.us
Website	https://nishuane.montclair.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	131	123	145
1	135	136	133
2	155	136	142
Total	421	395	429

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.6%	45.6%	49.4%
Male	50.4%	54.4%	50.6%
Economically Disadvantaged Students	17.1%	18.0%	20.3%
Students with Disabilities	9.7%	9.6%	12.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.5%	0.5%	0.7%
Students in Foster Care	0.5%	0.3%	0.2%
Military-Connected Students	0.2%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	49.6%	50.6%	44.8%
Hispanic	12.1%	11.9%	13.1%
Black or African American	27.1%	25.1%	27.5%
Asian	2.4%	3.3%	3.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	8.8%	9.1%	11.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	131	123	145

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	93.5%
Spanish	2.6%
Other Languages	4.0%



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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language Proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

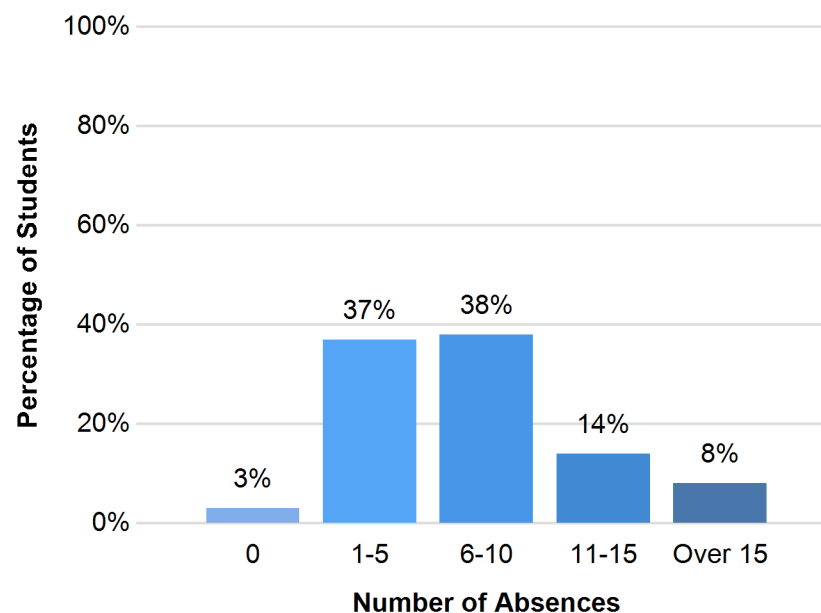
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	3.6	10.3	Met
White	4	2.1	10.3	Met
Hispanic	4	7.3	10.3	Met
Black or African American	6	5.2	10.3	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	10.3	Met
Female	8	3.8		
Male	7	3.3		
Economically Disadvantaged Students	8	9.6	10.3	Met
Students with Disabilities	4	8.5	10.3	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





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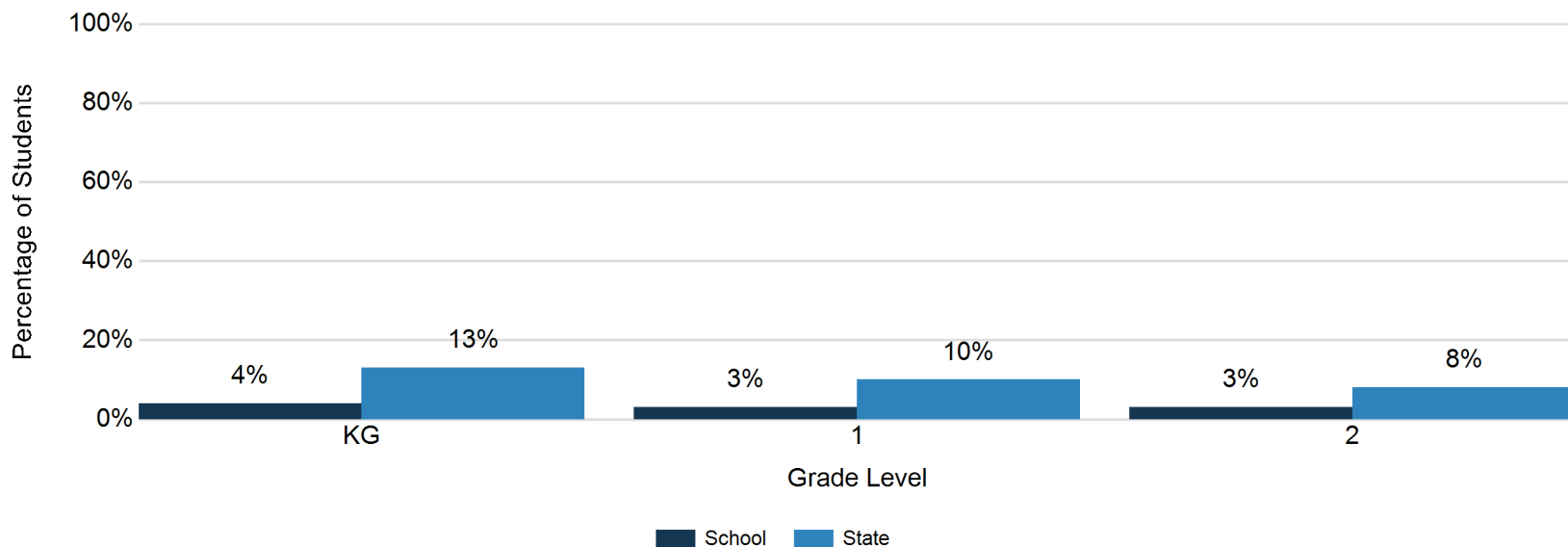
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	16.7	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	429:1	201:1
Teachers to Administrators	36:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.4%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	50.6%	11.1%	0.0%	51.6%	22.9%	45.1%
White	44.8%	66.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.1%	5.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.5%	22.2%	0.0%	15.0%	6.6%	13.9%
Asian	3.5%	5.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	11.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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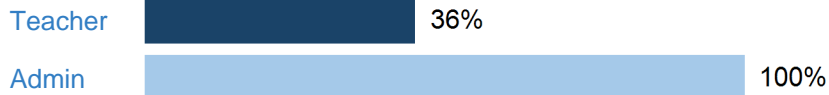
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- 60 Aesthetic and Creative I enrichment courses across various disciplines to explore their interests and aptitudes.
- Children receive 80 minutes of Mandarin instruction each week and can participate in Mandarin Aesthetic courses.
- Special Nishuane Arts Program includes school productions. Every child performs in a production each year.



Mission, Vision, Theme:

Mission Statement: Nishuane School provides students with the foundational skills to develop their talents and interests and ensure academic success in a diverse environment; actively engaging families and partnering with the community. Vision Statement: Nishuane School is a diverse school that develops creative, curious, and confident learners through academic exploration, healthy relationships, and exposure to the arts. Theme: Nurturing Minds While Nourishing Hearts





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 <p>Courses, Curriculum, Instruction:</p>	<p>Language Arts Literacy: Balanced literacy utilizing the Collaborative Classroom program and Foundations program. Developmental Reading Assessment 2 (DRA2). Mathematics: Go Math develops conceptual understanding through daily problem-based interactive learning. Science: The Next Generation Science Standards guide our science instruction through the FOSS Program. PE, Art, Music, Technology, Mandarin, Enrichment, Drama and Library instruction.</p>
 <p>Clubs and Activities:</p>	<p>Aesthetic and Creative I courses</p>





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 <p>Before and After School Programs:</p>	<p>Title I Extended Day "Ready Set Grow" Reading Program; before and after school PTA Explorers Enrichment courses</p>
 <p>Staff and Professional Learning:</p>	<p>Our School Improvement Panel, comprised of staff and administration, work together to develop professional development opportunities for staff throughout the year aligned with district and school goals and also with the staff evaluation. Teachers learn together through study groups for predetermined topics. All teachers participate as a part of Professional Learning Communities (PLCs) that meet weekly, focused on essential questions about student learning, data inquiry and support I&RS.</p>



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 <p>Student Supports and Services:</p>	<p>Nishuane School is committed to providing a high quality, developmentally appropriate education for all students. Supports include 504, Rtl and Individualized educational plans. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team (I&RS) and Response to Intervention (Rtl).</p>
 <p>Student Health and Wellness:</p>	<p>Health and Wellness is a part of our School Action Team for Partnership to promote the social, emotional and physical well being of children. Students have physical education and health each week and we offer a wide array of activities throughout the year for health and wellness including parent workshops, Walk to School Day, "I tried it", Healthy Eating Day, Health and Wellness Fair. We have school breakfast and lunch.</p>
 <p>Parent and Community Involvement:</p>	<p>School Action Team for Partnership: Our School Action Team for Partnerships is driven by the diverse voices of our community to inform and support the School Improvement Plan. Our SATp has members from our family, staff and community partners including the NAACP and public library. PTA: Many opportunities to become involved in the PTA, including attending meetings, committee work, and volunteer at events—eg. Pancake Breakfast, Mayfair, Classroom/ School Volunteers.</p>



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Facilities:

Nishuane School was built in 1908 and has a full auditorium, library, gymnasium, dance studio, 2 art rooms, a technology lab and a music room. Newly repaved staff parking lot.



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Other Information

Nishuane School provides students with the foundational skills to develop their talents and interests to ensure academic success in a diverse environment; actively engaging families and partnering with the community. Our magnet program offers our children many opportunities to participate in a wide range of exciting areas of study. At Nishuane School, we believe that children learn best in a positive and supportive learning environment. As students develop their social skills through learning experiences and interactions with peers and adults, we emphasize aspects from Responsive Classroom (practices that emphasizes social, emotional and academic growth) and Bucket Filling (a classroom program reinforcing kindness and respect among students) for our positive behavior model. The Special Nishuane Arts Program (SNAP) is an integral part of every child's academic experiences. All students receive weekly instruction in music (vocal and instrumental), physical education, art, technology, drama, and library and every child at Nishuane School participates in a play each year. The classroom and SNAP teachers collaborate to select a play that integrates classroom learning with all areas of the show. All students at Nishuane School also participate in the Mandarin World Language Program. Aesthetic enrichment courses are designed to allow children to explore a variety of disciplines to see what they like and to cultivate their strengths and talents. Creative "I" courses provide enrichment for children who have shown special abilities and interest in one or more subjects. Students at Nishuane also participate in an academic enrichment program during their tenure based on Joseph Renzulli's Gifted and Talented Model. Children receive additional instruction in large and small group settings to develop creative thinking, problem solving, and critical thinking skills.